

## LISTENING

Time: 15 minutes

### Text 1

You are going to hear a short radio programme about a cultural event. Are statements 1-5 true (T), false (F) or is there no information (NI)? You will hear the text only once.

1. The Multicultural Festival is the town's main attraction.
2. University students came up with the idea of the festival because they felt enriched by contact with foreign students.
3. Steve mentions an event at which participants will be able to learn to make traditional costumes.
4. There will be a lecture on multiculturalism in England during the festival.
5. The festival is partly financed by the local government.

### Text 2

You will hear five short extracts in which different people are talking about how they try to remember things when they are studying for an exam. You will hear the text twice.

For questions 6-10 choose from the list (A-F) which technique the speaker found most useful when studying. There is one extra item.

A having a mental discussion with themselves

B testing themselves on chunks of written text

6 Speaker 1

C creating mental images of what they wanted to learn

7 Speaker 2

D writing things down and referring to them whenever possible

8 Speaker 3

E linking ideas and concepts on paper

9 Speaker 4

F repeating prepared speeches many times

10 Speaker 5

**Transfer your answers to the answer sheet!**

## READING

Time: 20 minutes

Read the text and choose the correct answers A, B or C.

## **Arts education may be important, but the academic benefits are unproven**

Maths, science and literacy have been the focus of British schools for many years. These subjects are to have greater importance in a competitive global economy. Competition with the international education system has also led to greater focus on these subjects in our schools.

But should more attention be given to the arts? The House of Lords recently argued for arts to be part of the core curriculum to encourage the development of creativity, critical thinking, motivation and self-confidence - skills necessary for innovation. Such skills are also believed to help children learn academically.

According to The Telegraph, fewer students are now taking arts subjects because of government reforms and a focus on the English Baccalaureate, which focuses on English, maths, history or geography, the sciences and a language.

A report by the University of Warwick warned that it is children from low-income families that would be most badly affected as a result of this, and recommended that arts be included in the EBacc.

Many researchers believe that arts education is linked to academic achievement. But a systematic review suggests that evidence for the academic benefits of arts education is unclear.

Looking at 199 international studies, covering pre-school through to sixteen-year-olds, it was found that there are as many studies showing that arts participation in schools has no or negative impact on academic attainment and other non-academic outcomes as there are positive studies.

So what does work?

Experimental evidence does suggest that both music training and integrating drama into the classroom may have beneficial effects.

Playing an instrument benefits creativity, IQ scores and reading and language. Some studies also suggest that it can improve self-concept, self-efficacy, motivation and behaviour for secondary school children. Music education shows promise for learning outcomes and cognitive skills across all age groups.

Listening to music, however, does not seem to have a positive impact. Or at least there is no evidence to suggest that it does. Some studies showed that people who listened to classical music performed worse in memory tests than those who didn't.

There is also no evidence that engagement in visual arts, such as painting, drawing and sculpture, can improve academic performance. Effects on other non-arts skills such as creative thinking and self-esteem were also inconclusive.

Because of weaknesses in these studies, and the lack of replication and inconsistent findings across them, the findings must be interpreted with caution. More robust and rigorous evaluations are needed to confirm any causal links.

But if better progress is the aim, then arts may not be the solution. Promising programmes already exist that can boost learning. Perhaps we should think more broadly about the purpose of arts in the context of educational policy. Can it not be just for enjoyment? Must it have a utilitarian function?

The evidence we have now is just not good enough yet for us to make conclusive statements and more robust research is clearly needed. But of course there is an argument for pursuing arts education for its own sake - for enjoyment and appreciation.

If the arts make children happy and feel good about themselves, give them a sense of achievement and help them to appreciate beauty, then that is justification in itself.

**11.** The title of the article suggests that arts subjects

**A** aren't useful because they don't improve academic performance.

**B** are useful because they improve academic performance.

**C** are useful although they may not improve academic performance.

**12.** The focus of British schools has been on maths, science and literacy because they

**A** aren't important international subjects.

**B** aren't part of global competition.

**C** benefit students more in today's world.

**13.** Which skills 'are ... believed to help children learn academically'?

**A** the arts

**B** creativity, critical thinking, motivation and self-confidence

C maths, science and literacy

**14.** Which of these sources expressed its concern about children from economically disadvantaged families?

**A** the University of Warwick

**B** the House of Lords

**C** The Telegraph newspaper

**15.** Which of these sources offered a reason for the decline in arts education rather than arguing for its inclusion?

**A** the House of Lords

**B** the University of Warwick

**C** The Telegraph newspaper

**16.** What did most of the 199 international studies show about the impact of arts participation on academic progress?

**A** Arts participation has a positive impact.

**B** Arts participation has a negative impact.

**C** The studies could provide no definite proof.

**17.** Which activity appears to have a negative effect on learning?

**A** acting

**B** listening to music

**C** playing an instrument

**18.** Which reason is NOT given to interpret the findings of the studies with caution?

**A** The findings are different across the studies.

**B** The findings aren't significant enough.

**C** The studies aren't robust enough.

**19.** What is the writer asking about the function of arts in education?

**A** Do arts have to be the solution?

**B** Do arts have to be something that is liked?

**C** Do arts have to be useful?

20. Which statement most closely matches the writer's attitude to including arts in the core curriculum?

A We shouldn't include arts because they don't improve academic achievement.

B We should include arts because they do improve academic achievement.

C We should include arts for the less material benefits they bring to children.

**Transfer your answers to the answer sheet!**

## **USE OF ENGLISH**

**Time: 20 minutes**

**Task 1 Complete the text with the correct prepositions.**

Dear Grace,

I'm (21)\_\_\_ so much trouble! I always used to do reasonably well at school. My reports generally said 'well done, keep up the good work'... until last term I was off school (22)\_\_\_ two months because (23)\_\_\_ a serious illness. When I returned, I tried to catch (24)\_\_\_ with the rest of the class, but I had fallen (25)\_\_\_ so badly that it was really difficult. I felt discouraged and often couldn't get (26)\_\_\_ to work in the evening. I started handing (27)\_\_\_ homework late or not at all. I've also got concentration problems: I find it difficult to pay attention and note (28)\_\_\_ what the teachers are saying (29)\_\_\_ class. And, if truth be told, I started to skip lessons because I feel so bad at school. I'm terrified. I don't want to be one of those kids who drop (30)\_\_\_ of school at fifteen and never get an education! Please help me - what should I do?  
Chloe

**Task 2 Complete the text with words formed from the words in brackets.**

When I was eight years old, my primary school teacher told my parents I had learning 31 (DIFFICULT). My reading was slow and I found it hard to 32 (MEMORY) things. My mum took me to an educational 33 (PSYCHOLOGY). That woman changed my life. She gave me a lot of tests to measure my 34 (ABLE) in different areas. She showed me

pictures and played music to me. Then she told my mother I was slightly **35** (DYSLEXIA). She said I might not achieve outstanding **36** (ACADEMY) results, but I was **37** (GIFT) and talented in other ways. She said I couldn't do standard tests and the school should use other, pupil-friendly forms of **38** (ASSESS). Finally, she suggested sending me to dance and drama classes to let me develop **39** (ARTISTIC). Now I'm twenty-five and I'm a professional dancer. I always think with gratitude of the specialist who believed **40** (CREATE) was no less important than literacy.

**Transfer your answers to the answer sheet!**

## WRITING

**Time: 35 minutes**

You are planning to go to the cinema with your friend Nick this weekend. He has sent you links to information about three films and wants to know which one you would like to see.

### **The Hunger Games**

*Sci-fi adventure, 2012*

In the future the USA is a new country called Panem. Every year the Capitol of Panem chooses 12 boys and 12 girls to go on a TV show called the Hunger Games. In this TV show the teenagers have to fight until there is only one person left. Katniss goes on the show and she has to run fast and fight to save her life.

### **Edward Scissorhands**

It is a fantasy story by Tim Burton, which contrasts both fairy tale and horror-imagery. Dominated by two controversial themes, it is a love story between a beauty and a beast as well as a dark parable about loneliness, nonconformity, and tyranny of suburban small minds.

### **Repentance**

A powerful psychological drama set in Italy during World War II. A lieutenant with the German army helps rescue civilians from a besieged Italian town.

Write an **email of 100 and 120 words** to Nick. Include the following information:

- say which film you would like to see and explain your choice
- ask when it is on
- suggest a place where you can meet.

Begin your email *Hi Nick,*

**Participant's ID number**

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**ANSWER SHEET**

**LISTENING**

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**READING**

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**USE OF ENGLISH**

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